

Special Educational Needs Report

About this report

This report is designed to answer some of the most frequently asked questions about our academy policies and provision for children with Special Educational Needs and Disabilities. We will review and update this information regularly to reflect changes and feedback.

If you need any more information, please see our SEND Policy or contact our SENCO:
Harriet Purshouse

Ethos

Laceby Stanford Primary Academy aims to be a fully inclusive school in which the teaching and learning and well-being of every pupil matters. This is through the consistent delivery of high-quality teaching, which ensures that the necessary provision is made for any pupil who has SEND and through appropriate additional support and intervention. We firmly believe in a person-centred approach and place pupils and parents/carers at the heart of the process to ensure best outcomes for the pupil.

The purpose of this document is to ensure that all pupils at Laceby Stanford Primary Academy have access to a broad and balanced education that will equip them for their future life. Our school will carry out its duties towards all pupils with special educational needs and disabilities in accordance with the Special Educational Needs and Disability Code of Practice 0:25 years. We work collaboratively with parents and pupils once a need has been identified. We recognise that both parents and pupils hold key information and have knowledge and experience which is valued. They are encouraged to participate in all decision-making processes and contribute to the assessment of their needs, planning, action and review of the desired outcome and aspirations.

This SEND policy is written to comply with the SEN Code of Practice (0-25 years) September 2014, together with the Equality Act 2010.

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Please click on the link below for information on the new Code of Practice for Special Educational Needs and Disabilities (SEND).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

What is our policy for the identification and assessment of pupils with a SEND?

We aim to identify any special educational needs and disability as early as possible. The decision to place a child on the SEND register is always made in discussion with the class teacher, teaching assistants, SLT, Senco, with parents/carers and relevant professionals. The best interests and wellbeing of the child are paramount. When considering if a child needs SEND support we take into account:

- The pupil's previous progress and attainment
- The teacher's assessment and experience of the pupil
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Specialist assessment and advice from external support services, where appropriate
- The pupil's attendance rates at school over time.

What is the procedure for making provision for pupils with SEND?

Most of our pupils with SEND have their all of needs met as part of high-quality teaching. This may include teachers differentiating learning to enable all children to have access to the curriculum. In some cases, group intervention and or personalised learning plans will be Provided (My Plan). If a pupil is identified (through the assessment process) as having special educational needs their teacher and SENCO will consider relevant information to determine the support required to remove barriers to learning. Where additional provision for SEND is in place staff will liaise with the child and their family.

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Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 2.

Step 1: Quality First Teaching. Need identified by Class Teacher/ Professional/ Parent	Assess Formative/summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories; Cognition and learning, sensory or physical, communication and interaction, Social, emotional or Mental health.	Plan The class teacher will differentiate planning as a means of removing the barriers to learning.	Do Differentiation could be done in a number of ways including; Pre and post learning Differentiated task Adult support Specialised resources Peer support Prompts and Frameworks.	Review Use formative and summative assessments to evaluate the impact of the differentiation. This will be discussed at pupil progress meetings.
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Step 2: Cause for Concern form completed (following the Graduated Approach.)	Assess Formative/summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories; Cognition and	Plan The Cause for Concern form will be discussed by the Senco, SLT and the class teacher and appropriate interventions will be put into place, if necessary.	Do Interventions will begin and differentiation in the classroom will be evaluated and developed with the inclusion team.	Review Use formative and summative assessments to evaluate the impact of the interventions and differentiation. This could also be done at pupil
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	<p>learning Sensory or physical Communication and interaction Social, emotional or mental health.</p>	<p>Parents informed by Class Teacher at that stage.</p>		<p>progress meetings. <i>Laceby Stanford Primary Academy</i></p>
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Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 3.

<p>Step 3: SEND Support A Personalised Support Plan (Myplan) and/or outside agency support will be implemented.</p>	<p>Assess A request for outside agency assessment and/or support may be requested at this stage. The following services may be utilised;</p> <ul style="list-style-type: none"> • Specialist Teaching Service • Educational Psychologist • Working Together Team. • Young Person's Nursing Team. • Speech and Language Support. 	<p>Plan A personalised SEND Plan will be created by the class teacher and senco and shared with parents at a review meeting. These are held at a minimum of three times a year.</p>	<p>Do The SEND Plan, any further interventions and differentiation will be implemented for another cycle. At this level there may be targeted staff training and support.</p>	<p>Review Use formative and summative assessments to evaluate the impact of the SEND Plan, interventions and differentiation. A SEND Review will take place with parents and may involve outside agencies.</p>
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Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, review and implement another cycle of support before moving onto a request.

Request for Education Health and Care Plan	Assess	Plan	Do	Review
	Any request for an Education, Health and Care Plan Needs Assessment will be discussed with parents and relevant agencies. If all in agreement the Senco will complete relevant paperwork.	EHCP draft	EHCP implementation	Annual Review with the Local Authority (LA) Termly reviews within the school.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur when complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a SEND Review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational Psychologist
- Specialist Teachers

- Social Care

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• Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

How does the Academy evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress, to see if the agreed goals and outcomes for pupils are being met. The teachers work with the SENCO, their parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective. The SENCO and the Senior Leaders of the Academy report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils with SEND nationally. This helps to ensure that the approaches used are based on the best possible evidence and are having the required impact on the progress and life chances for our pupils.

What are the academy's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the academy has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the academic year. Where a pupil is receiving SEND support, we provide review meetings on a termly basis. Some pupils with SEND may have reviews that are more frequent if they are required. Reviews involve the pupil, the family and other professionals where this is appropriate.

SEND Reviews are used to:

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- Discuss what is working well and not working well
- Find out if the provision has been delivered as planned
- Review the pupil's progress towards meeting their goals and longer-term outcomes
- Discuss and agree clear outcomes for the future and update the My Plan if necessary
- Discuss and agree future support needed
- Share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the academy, the local authority and other partners.

In addition to the above termly pupil progress reviews monitor the progress of pupils with SEND.

How does the academy adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise pupils with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to determine what pupils with SEND might need before they start with us and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the academy environment and to obtain additional resources and support.

What expertise and training do the academy staff have in relation to SEND?

We are committed to developing the ongoing expertise of our staff. We have several professionals within our academy who have a high level of expertise and training in SEND. We have the current expertise in our academy:

- Compass Go
- Makaton training
- Precision Teaching Training
- Paediatric first
- Epilepsy training
- Team Teach
- ELSA

To support your child at school we offer

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- Changing facilities
- We also follow programs set by the Speech and Language Therapist, physiotherapy department and occupational therapy for individual children.
- Some of our staff are Makaton trained.
- Consideration is made to the classroom layout and the use of IT to support the children's needs.

Learning outside the classroom

Here at Laceby Stanford Primary Academy we actively encourage outside learning for all children. All children will have opportunities to use the wider grounds and the courtyards in the school. Educational trips and after school activities are open to any child within the stated age range.

Pupils with medical needs

If a pupil has a medical need then a detailed care plan is compiled with the support of the relevant medical professionals in consultation with parents/carers. These are discussed with staff working with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school.

In the school there are paediatric first aiders/general first aiders in all the year groups and these staff are on duty on playgrounds during lunch and playtime breaks.

What are the arrangements for consulting and involving parents of pupils with SEND in their child's education?

At Laceby Stanford Primary Academy we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.
- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

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What are the academy's arrangements for supporting pupils with SEND when they join the academy or leave the academy?

Every transition at the academy is planned carefully. The EYFS team organises and plans for the transition between each phase of the EYFS to ensure the child makes a smooth transition. The EYFS team also plans the transition of Foundation child to Year 1 in order to ensure every child is prepared to access the National Curriculum.

Across the academy transition, meetings take place to share information for every child each year. The transition from Year 2 to Year 3 is carefully planned and meetings are held between to ensure information is shared so that children get the very best start to Key Stage 2. For children who need additional support during transition, additional visits, meetings with parents and observations in the child's current setting are organised.

All Mid-year admissions (parents/carers and children) are invited into academy to meet staff and familiarise themselves with the setting. Academy staff will then contact the previous setting to obtain all pupil records. For children with SEND, the SENCO will contact the previous settings by telephone and may visit to receive additional information about how best to meet the needs of the child.

Where can I find more information about SEND services in North East Lincolnshire?

<https://sendlocaloffer.nelincs.gov.uk/>

National Organisations

There are also links to other SEN websites below:

www.ipsea.org.uk - information for parents around Special Educational Needs advice.

www.specialneedsjungle.com - general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk - site to support parents and children with speech and language difficulties.

www.autism.org.uk - site to support parents and children with autism.

www.ADHDfoundation.org.uk - site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk - site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk - site to support parents and children with dyslexia.

www.rnib.org.uk - site to support parents and children with sight difficulties.

www.ndcs.org.uk - site to support parents and children with hearing difficulties.

www.youngminds.org.uk - site to support children with social, emotional and mental health difficulties.

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